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The University Extension Movement in Scotland

Catalogued
1895.

BY

R. M. WENLEY, M.A. (GLAS.), D.SC. (EDIN.),

HONORARY SECRETARY OF THE GLASGOW UNIVERSITY EXTENSION BOARD

GLASGOW
Printed at the University Press by
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PREFATORY NOTE.

THE following pages, the work of Mr. R. M. Wenley, who has been Honorary Secretary to the Glasgow University Extension Board since 1890, contain an account of the course of the Extension movement in Scotland, and a statement regarding its present condition. The Board believes that the information given in these pages will be of interest to the general public, as well as to those more closely concerned with the Extension movement.

A. C. BRADLEY,
Chairman of the Executive Committee.

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THE UNIVERSITY EXTENSION MOVEMENT IN SCOTLAND.

THE purpose of this pamphlet is twofold. First, to obviate misconceptions, of which many instances might be given, regarding the nature of the University Extension Scheme, by supplying a brief account of it. Secondly, to record the origin and progress of the University Extension Movement in Scotland, with reference more particularly to the work of the Glasgow University Extension Board.

I. ORIGIN AND EARLY PROGRESS OF UNIVERSITY EXTENSION.

Broadly speaking, University Extension may be defined as an organization connected with the older Universities, which supplies courses, each of from six to twelve lectures, to local centres situated at a greater or less distance from the University city. These lectures are primarily educative—not "popular" in the cant sense—and the instruction conveyed is as far as possible maintained at the academic standard.

The need for a medium of this kind, in addition to the existing educational machinery, was first keenly felt in England. There, notwithstanding the theoretical freedom of the ancient Universities, the practical operation of pecuniary and residential considerations cut off the advantages of the higher instruction from all but a very small number, in proportion to the entire popula-

tion. With the passage of the Education Act, a certain amount of training became available for all, and, as a result, the question so succinctly put by Dr. Roberts became more and more clamant. "It is obvious that only a small proportion of young men and young women can afford to give up three or four of the most important years of life wholly to study. While the large majority are thus compelled to learn a trade or business and begin at an early age to earn their daily bread, are the advantages and pleasures of systematic higher education of the University type to be always beyond their reach? . . . In all our towns and rural districts there are men and women living obscure lives, eager for knowledge, using their leisure in reading and following up, with very meagre facilities, the study of some subject in which they are interested; there is for this class of students, however, no adequate and systematic curriculum of study including teaching of a high class, with the incitement of some University recognition or privilege to be obtained at the close. How far is it possible to meet needs such as these, and so develop a new type of students carrying on their higher studies side by side with the regular business of every-day life?"[1]

In 1872, the Senate of Cambridge University was memorialized by associations such as the North of England Council for the Education of Women, and by leading citizens of some large towns—Birmingham, Crewe, Leeds, and Nottingham being among the number. The Senate, after considering the very shrewd and carefully drawn suggestions of the memorialists, appointed a Syndicate for the management of local lectures early in 1873. Three centres were formed during this year, and the courses were attended by

[1] *Eighteen Years of University Extension*, R. D. Roberts, pp. 3, 4. Dr. Roberts is organizer of the Cambridge Scheme and Secretary of the London Society.

1200 students. From these tiny beginnings, the movement has increased to its present wonderful dimensions. In session 1891-92 the Cambridge Syndicate controlled 296 centres with 18,779 students.

London followed suit in 1876; and the London Society for the Extension of University Teaching which, in 1876, had five centres, attended by 139 students, now supplies 152 courses, with a total of 15,665 students.

The Oxford Delegacy for the Extension of University Teaching beyond the limits of the University was first founded in 1878, and was reconstructed in 1885. In early days (1885) it had constituted 22 centres, and had provided instruction to less than 4000 students. Its centres are now 115 in number, and the students number over 20,000.

The existence of the need in which the University Extension Movement originated is more than amply proved by the success of the organizations constituted for the purpose of supplying it. Indeed, one of the chief features of social England at the end of the present century has been precisely this new development. To expand, within the space of a few brief years, from 28 centres, taking 43 courses and attracting less than 6000 students, to 342 centres, demanding 449 courses and drawing about 47,000 students, is an achievement of which any association might well be proud. And when one ponders the meaning of this result, when one thinks of the changed, widened and more enlightened life that has been rendered possible for thousands, the importance of the accomplished facts only deepens. Moreover, it is to be remembered that even these remarkable developments do not exhaust all that has been done. The annual Summer meetings, held at the University seats, whatever their shortcomings, have awakened a sense of fresh possibilities in many. The institution of University Colleges at

Liverpool, Leeds, Sheffield, Nottingham, and Cardiff, may be traced largely to the impetus which the Extension Scheme imparted [1]; while the formation of the unique Extension Colleges at Reading and Exeter is entirely due to the enthusiasm generated by it. From England, too, the movement has spread to other lands. In the United States, particularly, it has been prosecuted with so much vigour and success that, although the American Society for the Extension of University Teaching began with but 19 centres and 7000 students, it can now boast, after only three years' work, of 95 centres, taking 133 courses, and attended by 20,500 students. With characteristic enterprise, it has also founded that most necessary of institutions, a college for the special training of extension lecturers.

II. The Nature of the University Extension Scheme.

(1) *Method.* The University Extension Method proceeds upon the assumption that in every general audience two classes of people cannot fail to be represented. These may be called the "hearers" and the "doers" of the word. The former are those who possess interest and leisure enough to attend the lectures with regularity, but who are prevented by business or other arrangements from undertaking extensive private study. The latter, on the other hand, have either greater leisure or personal concern in the work, or both, and consequently embark on a serious attempt to grapple with the subject of instruction. For the benefit of both classes, the lecturer gives a lecture of the customary university type. The main difference, it is to be remembered, between Extension and University teaching lies, *not* in *quality*, but in the *amount* of ground covered.

[1] Cf *The University Extension Movement*, R. G. Moulton, p. 50.

Further, for the benefit more especially of the "doers," the lecturer conducts, either before or after the lecture as may suit best, a tutorial class. Here a text-book is read, or, by other means, as, for example, in a science course, experimental work, the subject is approached systematically. Here, too, members of the class cease to be silent listeners. They raise their personal difficulties and receive explanations, which, in turn, may lead to the treatment of new points. In this class, moreover, the teacher proposes themes for written essays and exercises, or problems for private investigation. These compositions are returned weekly to their authors, the lecturer almost invariably taking occasion to remark upon them individually.

Accordingly, the Scheme of the Glasgow Board provides for a course of twelve lectures, delivered once per week. These are accompanied by relative tutorial classes. Instruction, in a limited field of the subject chosen, is thus spread over three months. And, from long personal experience, I am very decidedly of opinion that a student who takes advantage of the lectures, of the tutorial classes, and conscientiously attempts the written work, attains quite as high a level, in the portion of the subject overtaken, as the average undergraduate. Very often indeed, seeing that the extension students are, for the most part, adults, the standard of *culture* reached is distinctly higher. In any case there is much less of that academic lecturer's bane, "parroting." This holds true more especially of English literature.

At the close of the twelve lecture course, an examination is conducted, open only to students who have attended the tutorial class as well as the lectures, and whose written work there has been approved. This test is applied by an independent examiner; and, on his results, a joint certificate signed by him and by the lecturer, is issued in the name of the Board. Referring to this certificate, the first pamphlet (1888) of the

Glasgow University Board has the following: "The Board are unable, under the statutory arrangements of the University, to offer any . . . certificate entitling the holder to . . . University privileges; but it may be pointed out that if the scheme be largely taken advantage of, there can be little doubt that the certificates would be of value to the holders in the way of a recommendation both to the public services . . . and to employers in private business. It is also possible that *new legislative enactments might enable* the University at a future time to *recognize these certificates for various purposes.* The Board, however, cannot in the meantime go further in this direction."[1] To the possibilities of such recognition, and to its extreme desirability, reference will be made in the sequel.[2]

Courses of six lectures, accompanied by tutorial classes, are also supplied. But the Board is not prepared to hold an examination at the close of such brief instruction, unless two consecutive courses, of six lectures each, be taken on the same subject and in the same session. In this case, further, the examination would be available only for students who had attended both and performed the tutorial work throughout. A six lecture course is not regarded as sufficient to maintain the educational standard which constitutes a chief feature of the Extension Scheme. For the same reason, single lectures—except for purposes of introduction—and courses of lectures on topics not connected with one another are never given.

(2) *Management.* In this connection, the Glasgow Board's Scheme makes provision for the complete autonomy of local centres within certain limits. These may be briefly enumerated as follows: I.—The Local Committee is responsible to the Board for all expenses connected with the conduct of the centre. The expenses fall into two categories: (A) Those which must be paid

[1] Pp. 13, 14; the italics are mine. [2] See below, p. 47.

to the Central Board, and including (*a*) the Board's statutory fee for the course; (*b*) the travelling, and in case of staying overnight, the personal, expenses of the lecturer; (*c*) one half the cost of printing extended syllabuses. (B) Those which must be met by the Committee of the centre locally, and including, for example, (*a*) hire of room or hall; (*b*) heating and lighting; (*c*) local printing, such as tickets, hand-bills, etc.; (*d*) outlays of local secretary, such as postages and the like. II.—The Local Committee is responsible to the Board for all details of local management. At the same time, the secretary, or other official, is always ready to attend to consult with local representatives, and otherwise to advise regarding procedure. It is, of course, of the utmost importance that friendly relations should subsist between the local and the university organizers; if they are cordial, so much the better for the movement; personal acquaintance is an absolute *sine quâ non.* There are, obviously, many points with which local knowledge alone can deal successfully; this very particularly as concerns those who should be placed in charge of the centre, and in respect to the subject, time, and place of lecture. There are others, again, as, for example, those relating to finance or to the type of lecturer required, on which the wider experience of an official from the Central Board is likely to be of great assistance. On these two groups of conditions, then, the Local Committee is free to choose any course and any lecturer. Every effort is made by the University Board to meet the special requirements of the case, and to take any special measures that may tend to further the educational effectiveness of the course. To ensure the best kind of success there ought to be constant and, if possible, *personal* communication between the permanent officials. My own experience in the past is that personal friendliness and social intercourse go a long way towards removing difficulties, towards prevent-

ing unnecessary misunderstandings and, generally, towards guaranteeing the success of the arrangements. All this, in turn, presupposes the missionary spirit, which has brought about in great part the English results. The University must go to the people, for they cannot come to it. It is often of great use, particularly in centres recently founded, to hold a preliminary meeting of local organizers, at which an official from the Central Board should be present, to discuss all details, to canvass peculiar needs, and to afford the Local Committee an opportunity of profiting by the past experience of managers in similar districts.

(3) *Finance.* The *expenditure* of a Local Committee, as has just been shown, falls under two heads: (A) Fee to the Central Board; lecturer's expenses; syllabuses. There are three different statutory fees charged by the Glasgow Board: (1) For a course of twelve lectures, £32; (2) for a course of six lectures, £16 10s.; (3) for a double course, *i.e.* for a course delivered during the afternoon and repeated on the evening of the *same* day to a second audience, the statutory fee, as above, *plus* one half. Thus, for a repeated twelve lecture course, the fee is £48; for six, £24 15s. With regard to the other charges payable to the Central Board, I find that the average of lecturer's and syllabus charges is, for a twelve lecture course, £4 3s.; and for a six lecture course, £2 17s. (B) Expenses of local management. Taking the experience of several typical centres, it may be said that the average local charges amount to £4 14s. 6d. for a twelve lecture course, and to £2 18s. for six. The *total average expenditure of a centre* is, therefore, *for a twelve lecture course*, £40 17s. 6d.; and *for a six lecture course*, £22 5s.

As the statutory fee to the Board has been called excessive, it may be well to compare it here with the English charges. To send the best lecturers for twelve lectures Oxford charges £54 12s.; for a junior lecturer the

fee is £36 12s. For six lectures the fee is, in the one case, £30 12s.; in the other, £21 12s. To these all other charges must be added; so that the Central Committee's fee alone is in the first instance considerably above our entire average expenditure, in the other, it falls little below this average.

The *receipts* of a local committee vary indefinitely. They depend, of course, chiefly upon students' fees. These must be rated according to circumstances. There are centres which charge 21s. for twelve lectures, and carry on the work very successfully with not more than forty members. There are others which charge 7s. 6d., 5s., or even 2s. 6d., and with, perhaps 80, 120, or even 250 entries, find it hard to make ends meet. The fees, being, as has been said, the main source of revenue, must be cautiously fixed to adapt themselves to the differing requirements of various districts. Where they must of necessity be low, as in a mining village, the receipts of the committee may be supplemented by subscriptions given by friends of the movement, or by the formation of an Extension Association having a regular membership at a fixed rate. In this case the society's funds provide a supplement to the class fees. Sometimes, again, a guarantee fund is subscribed, to be drawn upon proportionately to the extent of the deficit. The subscription and the guarantee schemes have both been tried experimentally in the past, but without encouraging success. During the last few years the policy of the Glasgow Board has been to recommend that each course should be self-supporting, *i.e.* that the class fees should suffice to meet the total expenditure. It ought to be mentioned here that, by a little judicious management, local committees may accomplish a good deal towards reducing expenditure. A lecturer who is compelled, by railway or other arrangements, to remain overnight need incur no hotel expenses if, as almost invariably happens, he be entertained by a member of

committee. It is frequently possible to procure a place of meeting at a merely nominal rate, while, occasionally, it can be obtained free. Printing charges, too, are remarkably elastic, and by application to the Glasgow secretary it is always possible to get this work done at very low rates.

It has been a favourite criticism of those ill-affected towards extension that the University Board asked too much and gave too little. I have already referred to our scale of charges as compared with that of Oxford. But the simplest answer to this mistaken allegation is a statement of the facts regarding the financial position of the Board. The Glasgow University Extension Board organized the scheme without any funds at its disposal; it still remains wholly without means of financial support, except the small savings which may be accumulated by strictest economy in management—an economy in the practising of which the permanent officials are forced to make personal sacrifices, chiefly of very valuable time, and of trouble as to small details, that ought hardly to be expected from those in charge of an educational organization. To illustrate the precariousness of the means at the Board's disposal, it may be said that the first two years' conduct of the movement resulted in a deficit of about £150. This was met by the generous help of some thirty ladies and gentlemen who happened to be interested in the scheme. In spite of this exceptional support, when I became secretary, in November, 1890, the credit balance was little more than £13. Since this time, by a rigid economy, which really amounts to a "cheese-paring" that ought not to be necessary in such connection, the Board has every year had a small credit balance, and has never failed to meet current expenses. At the same time the balance of £100, or thereby, which the accounts may be expected to show at the close of the present session, will be due in greater part, not to the

ordinary work in connection with local centres, but, on the contrary, to lectures directly organized and superintended by officials of the Central Board at Queen Margaret College, Glasgow. And for this result, in turn, thanks are to be given to the Glasgow University Court which has, at the request of the Board, granted the use of rooms in College free of charge.

Should the suggestions to be made later with respect to the future of the University Extension Scheme ever take practical shape, it will become necessary for the Central Board to engage a paid secretary. In those circumstances it is to be hoped that the University Court may be able still further to exercise generosity and guarantee the Board an annual grant, say up to £100, for at least five years, or until such time as the reconstructed scheme has become quite self-supporting financially.

III. History of the Extension Movement in Scotland.

(1) *Early Efforts.* In the pamphlet issued by the University of St. Andrews, at the outset of its extension work in 1888, a brief sketch of the history of the movement in Scotland is given, from which the following passage is extracted. "Undoubtedly the earliest University Extension Movement in Scotland was that which St. Andrews started in Dundee in the year 1874. Several Dundee citizens generously contributed to a guarantee fund, and five courses of lectures were delivered by professors of the University of St. Andrews—three of them of twenty lectures each—on Chemistry, Natural History, and Physiology respectively; and two shorter courses, on the Poetic Interpretation of Nature, and one on Comparative Religion, by the two Principals of the University. The largest class-room in the High School of Dundee was required for the scientific courses, and

the work was carried on for two years. Its continuance was rendered unnecessary by the establishment of a College in Dundee, and by the work which it is doing for that community. In after years short courses of University Lectures were delivered, on their own responsibility, by University professors, in Dunfermline and Perth."[1]

It happens, however, that so long ago as 1845, the late Prof. Hutton Balfour, then of Glasgow University, gave a short course of lectures, of the Extension type, to women, and from 1868 till the institution of the Glasgow Association for the Higher Education of Women, professors of Glasgow University—notably Profs. Young, E. Caird, Veitch, and Nichol—delivered short courses without the walls of the University. These were systematized when the Association came to be instituted. This society was founded in April, 1877, and during six years furnished courses of lectures on a University standard to women who, as the regulations of the Scottish Universities then stood, were debarred from academic classes. The courses varied considerably as to number of lectures—from six to forty. The majority appear to have been of twelve or twenty lectures. The scheme was a well organized one, and as many as thirteen courses were given in one year. As was natural in work so extended, the Association aimed at founding a College for women; and in 1883 it was transformed, under the Companies' Act, into Queen Margaret College. The names of Mrs. James Campbell and Mrs. Elder, of Profs. Young, Veitch, and E. Caird, ought to be mentioned. They were pioneers of what was tantamount to a University Extension Movement, of that form of it too which has achieved by far the most important practical results in Scotland.

The first lectures, however, which could properly be said to assimilate themselves more or less completely to

[1] Pp. 10, 11.

those now given under the Extension Scheme, and which, moreover, were inspired by the Extension idea, were organized by Mr. William Smart, then president of the Glasgow Ruskin Society, at the beginning of the year 1884. In January of this year, three courses (on English literature, moral philosophy, and political science), consisting of twenty-four lectures each, were delivered in the Philosophical Institution of Glasgow. This early effort was carried out in complete independence of the University, although the names of six leading professors appeared upon the syllabus as patrons of the enterprise. Mr. Smart, who was one of the lecturers as well as originator of the venture, tells me, in a private letter: "We had very large audiences, and made a great success." This success I well remember, as I was often among the audience myself. Financially, the lectures paid expenses and no more. The fees charged were: for one course, 10s.; for two courses, 15s.; for three courses, 20s. The issue in this case was so prosperous that, as Mr. Smart says, it was a pity that, during the next session, the venue was changed. In session 1885-86 two series of courses were given, under the same auspices and management, this time in Bridgeton Cross Hall, Glasgow. In other words, the area drawn upon was no longer the central and western districts, but distinctively *the* east end. Both series consisted of two courses of ten lectures each. The subjects were political economy, English literature, anatomy and physiology, moral philosophy; and the fees were, for one course, 2s. 6d.; for two courses, 4s. This considerable reduction is easily explained by calling to mind the specific purpose with which these lectures were organized. "We wished," Mr. Smart writes, "to test the 'need' in the heart of the factory district. Here also we had good audiences, though not so good. But they were working men, whereas our first audiences were a grade or two higher in the social scale. Yet as my audience was chiefly Land Nationalization people, who

came to teach me, I cannot be sure that we struck a level of genuine demand." In the following session, 1886-87, three courses of ten lectures each, two in Science and one in Philosophy, were given at the Christian Institute, Glasgow, where, a return having been made to the centre of the city, a comparative success was achieved. In 1887-88, at the request of some who had attended at the Christian Institute, I gave a series of twenty lectures to members of the South Side Branch of the Glasgow Y.M.C.A. This marked the close of the initial period. Thereafter the movement, thus inaugurated and tested by Mr. Smart, was destined to be organized more systematically.[1]

So far as Glasgow and the West of Scotland were concerned, the first systematic attempt to realize the Extension ideal by offering courses to districts at a distance from the University seat was conceived and carried out by *Queen Margaret Guild.* The Guild was an association of former students of the Glasgow Association for the Higher Education of Women and of Queen Margaret College, Glasgow (now the Women's Department of the University of Glasgow), formed for conserving the interests and consolidating the basis of a college then comparatively young and struggling. It was dissolved about two years ago, when the aims for which it primarily existed had been realized, and Queen Margaret College had become part and parcel of Glasgow University. Its work still lives, however, and this, curiously enough, in connection with a system not lacking in elements of likeness to University Extension. Before dissolution it constituted, or helped to constitute, a new body which has for aim the provision (by women) of lectures and other educational aids to factory girls, and to female workers generally. With respect to Extension lectures proper, the origin of the Guild's operations appears to have been due to a sense of the boon conferred

[1] For a list of Mr. Smart's staff, see Appendix.

upon women by higher education felt by those who had themselves benefited, and a consequent desire to furnish others, who lived at a distance from the college seat, with somewhat similar advantages. The lectures organized by the Guild, nevertheless, were not restricted to either sex, although a larger number of women than of men attended them.

The action of the Guild may be said to have covered the transition period of the Extension movement in Scotland. More nearly allied in method to the scheme proper than the efforts organized by Mr. Smart, it was as yet without University connection or official sanction—the greater the credit, then, due to Misses E. W. Paterson and C. D. Gibson for the undoubted success, educational and financial, which, as secretaries, they secured for their association. On the 10th of November, 1885, after the sanction of the Council of Queen Margaret College—then a semi-private body—had been obtained, the Guild's scheme was put into formal shape, and Prof. Edward Caird, to whom the Extension movement in Scotland owes a deep debt, became convener of the Lecture Committee. Early in 1886 two centres were formed at Helensburgh and Ayr, where afternoon courses, of ten lectures each, attended exclusively by women, were delivered. The subjects were respectively the French Revolution and a period of English literature. During session 1886-87, there were five centres: Helensburgh, Ayr, Kilmarnock, Paisley, and Hamilton, at which six courses were given on political economy, English literature (3), history, physiology. About 500 students availed themselves of the facilities provided. Then came signs of an early change. At a meeting of the Guild Council held in April 1887, it was reported by Prof. Caird that the University of Glasgow intended to constitute an Extension Board; and the Council thereupon resolved to take powers from the Guild's annual general meeting to carry on the work meanwhile, and to hand it over

entire to a Board elected by the University for the control of Extension Lectures. The University of Glasgow did not complete the necessary arrangements till February, 1888, and during session 1887-88 the Guild continued to prosecute the movement, having much the same number of students, and the same centres, with the exception of Kilmarnock, for which Lenzie was substituted.[1] In March, 1888, the Guild handed over its scheme, as a "going concern," to the newly-constituted University Extension Board, and at the same time paid about £40 into the endowment fund of Queen Margaret College, "being the surplus funds from local lectures."

(2) *The Universities and the Movement.* (*a*) Preliminary Efforts.—Meanwhile the other academic centres had not been unaroused. The first signs of movement came from the east, where Profs. Knight and Geddes had been making missionary efforts. The result was the formation of an Inter-University Committee for promoting Scottish University Extension. Prof. Geddes furnishes the following account of its labours: "In the beginning of 1887 a Provisional General Committee was formed, which included the great majority of the professors of the Universities of St. Andrews, Aberdeen, and Edinburgh, and the professors in University College, Dundee, together with many representatives of the public. A circular was drawn up and widely distributed, together with syllabuses of some of the proposed courses of lectures. Public meetings were held at various towns in the east and south of Scotland. The result was most encouraging. At Perth, Montrose, Dunfermline, and Dumfries, societies were established that these towns might avail themselves of the advantages offered by the movement, while from numerous other towns the Committee received proofs of widespread interest. In the early summer of 1887 a course of lectures on botany was delivered at Dunfermline, and attended by about seventy students. It was

[1] For a list of the Guild's staff, see Appendix.

followed by an even more largely-attended course on zoology in autumn. At Dumfries a course on geology was equally well attended; while at Perth the more ambitious scheme of two courses before and two after Christmas was attempted, with a degree of success which exceeded the most sanguine expectations. The course on English literature had 146 students, that on physiographical geography 237, that on political economy 113, that on Greek life and thought 114, making a total of 610 in all."

As the prospectus of this Provisional Committee shows, the movement was still independent of the Universities as such, although nearly all the prominent teachers and others connected with the Universities of St. Andrews, Aberdeen, and Edinburgh were members of the Board. The final paragraph of this prospectus, dealing with future organization, proves that the Committee bridged the transition period for the rest of Scotland—but especially for St. Andrews—as Queen Margaret Guild did for Glasgow. "Pending that official recognition and ultimate management by the Scottish Universities, to which an Extension Scheme must aspire, its organization shall be vested in a General Committee consisting, as far as possible, of members of the teaching and governing bodies of the various Universities, together with chairmen and secretaries of Local Committees, lecturers, and other persons connected with science, literature, and education."

In addition to its pioneer work, the chief claim of this Committee to remembrance in the annals of Scottish University Extension lies undoubtedly in its contribution to the formation of the Perth University Education Society—the most remarkable and successful of local extension organizations, as the following extract from the First Annual Report of the St. Andrews Association indicates. "The Committee is of opinion that the quiet perseverance by which the Extension Lecture Movement has been carried on at Perth is an example of the best

way in which it may take root in the various towns of Scotland; and as the cause owes so much to local enthusiasm and organizing tact, the Committee feels that the aid rendered to it by Mr. Munro ought to receive special recognition. He has not only been the life and soul of the scheme in his own city, but he has accompanied the officials of the University to other towns, and, by his effective pleading and experience, has helped to form other associations within the University area." This society was inaugurated on the 4th October, 1887, and the occasion was rendered memorable by the spirited but, as it turned out, too optimistic speech of Mr. Munro, then one of Her Majesty's Assistant-Inspectors of Schools, who was the moving spirit of the venture. From this time till the present year the Perth society has continued its work with varying success. During the earlier sessions as many as four or five courses were regularly run, and the attendance went up to between six and seven hundred. Latterly, however, two courses, with an attendance of about one hundred and fifty, have proved sufficient. Mr. Munro's eloquently worded vision hardly appears nearer realization, at least by the medium of University Extension. "When one sees splendid provincial colleges springing up in the English towns entirely out of beginnings like this of ours; when he sees these equipped with commodious buildings, and conducted by talented, well-paid, permanent professors; when he knows that students there are regarded, after a certain residence, as students of the ancient, and what we used to call the patrician and exclusive, University of Cambridge . . . he is tempted to dream of the time when there will be a University College in Perth, with its handsome buildings, completing, it may be, the line of Tay Street, with its library, its professors, and its students, giving a new tone to the life of the Fair City, and a renown to its inhabitants such as they never had before." But in other passages an even truer note was struck. University

Extension will never attain the success it merits, *till the Universities take it up and make its classes an integral part of their now more restricted scheme.* "To all appearance, only one thing more is required to make this movement permanent in Perth, that is, 'University recognition and management.' The adoption of the scheme by the Universities cannot be long delayed. *It is their function to lead rather than to follow.*" True, not merely for Perth, but for Scotland. The "management" has long since been granted, but the "recognition"—by far the more important—lags, and with what results we have now to see.

(*b*) University of St. Andrews Lecture Extension Association.—This Society was formed early in 1888—the proposal having been formally made in a letter issued by the Senate, of date 29th February, 1888—and was placed under the management of a large and influential committee, with Professors Knight and Geddes as secretaries. During the spring and autumn of this year it displayed great activity, and public meetings, mainly for the purpose of organizing local associations, were held in some dozen towns of the neighbouring counties. As a result, the operations of session 1888-89 were eminently successful. Thirteen centres were constituted, at which twenty-one courses were delivered. The attendance amounted to over 1800, of which number Perth contributed no less than 520. In the following year there was a distinct decline, but not of such a character as to cause apprehension. Indeed, the Executive Committee was able to say, in its annual report, that "the practical work of the Association within the St. Andrews area[1]

[1] The areas allotted to each of the Universities, by mutual agreement, were as follows:

St. Andrews—Counties of Clackmannan, Kinross, Fife, Forfar, Perth.

Glasgow—Counties of Ayr, Argyle, Bute, Dumbarton, Dumfries, Kirkcudbright, Lanark, Renfrew, Wigton.

Aberdeen—Counties of Aberdeen, Banff, Caithness, Elgin, Nairn,

has proceeded during the past year with satisfactory regularity and encouraging results. It is particularly satisfactory to note that in a number of the more important towns the movement appears to have established itself on a permanent footing." Seven centres had been in operation, at which thirteen courses were delivered. The attendances totalled close upon 1350. Perth once more led the way, taking five courses, at which there were 430 students. The financial difficulty, to which reference has already been made, was the principal cause of the decrease. Several of the smaller towns found themselves unable for this reason to repeat the experiment, and so, an interval having occurred, the scheme was permitted to drop altogether. The remark of the Executive Committee on this subject has been proved entirely to the point by later experience. The failure, it is explained, is in many cases "due to the financial difficulty, for, owing to the lowness of the fees charged, it is almost impossible for a course in a small place to be self-supporting. It would be a great boon, therefore, if the wealthy who have the intellectual interests of their respective neighbourhoods at heart would come to the aid of the Local Associations with an annual subscription, guaranteed for a number of years in case of a deficit. When the effort to obtain subscriptions has to be renewed with every course, it is but natural that the members of the Local Association become discouraged; the proper moment is allowed to slip, and the arrangements for a course fall through. *Much depends on the establishment of a regular course at least once a year;* but this is impossible unless the Local Association is sufficiently free from pecuniary anxiety to be able to make its arrangements beforehand in good time."

Inverness, Kincardine, Orkney and Shetland, Ross and Cromarty, Sutherland.

Edinburgh—Counties of Berwick, Edinburgh, Haddington, Linlithgow, Peebles, Roxburgh, Selkirk, Stirling.

The work of the Association's third session showed very serious diminution, so serious, indeed, that it may be said to have marked the beginning of the end. In session 1890-91 only four centres maintained themselves, and they required no more than five courses, of which Perth took two. No statistics were forthcoming as to attendance, although I understand that the Perth results were quite satisfactory. This may be taken as demonstrated by the last report issued by the St. Andrews Association, that for session 1891-92. This time Perth alone remained faithful to the cause ; and the two courses delivered there attracted 280 students. From this date the work of the St. Andrews Association practically ended. For, although one or two courses were supplied, especially to Perth, the Perth Society declared its independence in 1893, and has since made its own arrangements for lectures in its own way. No doubt, it could not any longer offer the St. Andrews certificate to its successful students. The Rev. Prof. Menzies who, along with Prof. Geddes, acted as secretary last year, informs me, " the scheme can only be described as *dead* here now." But, ere its work thus ended, for the time being only, let us hope, the St. Andrews Association took a step in another direction, which may soon bear practical fruit. It was instrumental in founding the Scottish Society for the Promotion of Technical and Secondary Education. Thanks to the energy of Prof. Geddes, and of Mr. F. W. Young of the Dundee Technical Institute, a representative conference was convened in Edinburgh for the purpose of discussing the application of the residue grant. This conference resolved itself into a committee to consider the whole question of technical education, and latterly, this committee, along with the Dundee Technical Society, became the Scottish Association. As a consequence of this new movement, some ten courses of lectures were given under the auspices of the Aberdeen County Council, and several under

the Forfarshire County Council. But, if this indirect work be excepted, it may be said that the operations of the St. Andrews Association have now been suspended for several years.

(*c*) Edinburgh University Lecture Extension Association.—The Edinburgh Association was founded in May, 1888, as the result of a report approved by the Senatus in March of the same year. In session 1888-89 the work of the association was inaugurated with auspicious results. "The Committee of Management," as the First Annual Report says, "think they may fairly congratulate the association on having made during the past year a sound and satisfactory, if not a surprising or brilliant, beginning of its operations. They have, indeed, thought it better to "hasten slowly," and to refrain from forcing the movement along at a pace that could not be maintained, and especially to avoid undertaking anything they were not perfectly prepared to carry through effectually. The results have been that they are now fully equipped to supply any demand that may be made upon them for courses of lectures, and that all those already delivered have given, to say the least, satisfaction to all the local committees who applied for them." Nine courses were supplied during this session at a like number of centres, and the attendance totalled close upon 1000. Curiously enough, however, of these centres and courses two only fell within the area allotted to the University of Edinburgh—Stirling, and the Philosophical Institution, Edinburgh. They were attended by 270 students. In the seven remaining cases the Edinburgh Association "lent" lecturers to that of St. Andrews, and their work has already been considered in the St. Andrews results for the same year. Similar conditions obtained during the second session also. Fourteen courses of lectures were given by lecturers whose names were on the books of the Edinburgh Association. But of these no less than eleven were delivered within areas assigned to the sister

Universities, nine falling within that of St. Andrews, and two within that of Glasgow. The aggregate attendance at all the courses was 1190. Of this number 888 belonged to St. Andrews centres, and 74 to those of Glasgow, leaving 228 for two of the Edinburgh centres proper; no statistics are supplied for the third course, that given under the auspices of the Edinburgh Trades' Council. To this point, then, the Edinburgh Association had made very little way within its own area, but had obtained gratifying success in lending its lecturers to sister Universities which could not at once cope with the demand made upon their staff. This anomalous position of the Edinburgh Association with regard to its own area of Scotland continued to be emphasized during the third year of its existence. The Third Annual Report, for 1890-91, has the following: "It will be observed that all the courses, with the exception of Nos. I. and II., were delivered at centres *without* the area of the Edinburgh Association." These two courses were delivered in Edinburgh itself, and attracted only 78 students. Three courses given within the Glasgow area were attended by 195 persons, while five falling within the St. Andrews area gathered nearly 300 subscribers. The work as a whole, therefore, showed a falling off, ten courses only having been supplied, with an aggregrate attendance of about 570.

In Edinburgh, as elsewhere, the financial question occupied a prominent place. The Central Association had been enabled to maintain itself by means of subscriptions, contributed chiefly by Edinburgh residents, which amounted to rather more than £100. As the Second Annual Report points out, these were not sufficient for any vigorous prosecution of the movement. "The Committee still recommend an appeal for additional funds to put the Association on a securer financial basis; and, while by no means resiling from its original intention that this scheme ought to *become* self-supporting,

it would point to the fact that no movement of the kind can be *at once* self-supporting, and that if it should, like the Cambridge University Extension Association, become so, it will be a very marked exception among *public* educational bodies. But, of course, the better the Association is equipped now, the better will be its chance of attaining this end. Similar considerations apply also to local societies for University Extension, but the Committee would especially urge on the supporters of the movement in these centres the necessity of providing these societies with a *regular* income upon which the Committee may safely calculate, and which may enable it to work the scheme systematically and methodically without the constant fear of financial difficulty. It is on the success of these local societies that the scheme hangs, for so long as they can provide work for the Association's lecturers even to a moderate amount, the Association will always be able to do its part. Without such work, it cannot of course, continue to exist." The peculiar position which, as has been already noted, Edinburgh occupied towards its own section of Scotland doubtless prompted the latter portion of these remarks. There can be little doubt that the defect lay rather with the public than with the Edinburgh staff. This was unusually strong, both in numbers and in ability. The extensive applications by other Universities for Edinburgh lecturers, which has no parallel in any other case, provides amply sufficient proof of the Association's strength in this respect.

Session 1891-92 saw no improvement, and, as a matter of fact, was the last in which the society pursued its work. The report of the committee is very definitely disappointing. "During the past year no courses have been delivered within the area of the Edinburgh Association." Two lecturers were lent to other Universities,—one to St. Andrews and one to Glasgow. In these circumstances, the concluding passage of the

report must have occasioned no surprise. "It is matter for regret that no response has been given to the circular issued by the committee, and that the County Councils which have agreed to apply their funds to Technical Education have preferred to rely on local schoolmasters and others for instruction in the prescribed subjects. Furthermore, it is disappointing that no requests for courses have been received from any of the established Extension centres, or, indeed, from any burgh within the area of the Association. The committee feel confident that every means has been used, whether by the appointment of capable lecturers or by wide advertising, to further the aims for which they were constituted. It is difficult to explain how the result in Scotland has differed so much from that achieved in England. The ease of access to the Universities, the elaborate system of lectures in connection with local societies and churches, and the low rate of admission to the lectures of several Trusts, may partly explain the apathy of the people of Scotland. On the other hand, the committee are of opinion that fuller recognition of the value of their scheme was reasonably to be expected from the country districts. It is an ominous fact that neither in the southern division, which includes such populous centres as Hawick and Galashiels, nor in the eastern division,—with the exception of the burgh of Stirling,—has anything been done since the movement began.

"Under these circumstances, the committee have unanimously resolved that the Association suspend operations."

At the close of September, 1889, an autumn gathering of Extension students was inaugurated. Although called the "Edinburgh University Gathering," it was a privately organized scheme, and had no connection with the Edinburgh University Lecture-Extension Association. Its objects were, "amongst others, (1) To draw public atten-

tion to the means provided in the University Extension Scheme for improving the knowledge and elevating the tastes of the people. (2) To give all who have not had the benefit of a University training an opportunity of getting a little experience of University life, and to awaken in some, if possible, an enthusiasm for some definite line of study. (3) To consider as to organizing a Reading Circle for Scotland, to guide the reading of young persons, artizans, and others, and to bridge over, by organized courses of home study, the gap between the public school and the University Extension lecture system." So far as I can learn, the Gathering failed in respect to its first and third objects. No course of consecutive lectures was given, but the attendance upon the single lectures, which predominated, was fair. The audiences, however, contained a very small percentage of regular Extension students. Financially the venture resulted disastrously. The lecturers had to forego their fees, and the guarantors were called upon. No attempt was made to repeat the experiment, although the promoters intended it to be the first of a series which, they hoped, the University organization would continue.

(*d*) University of Aberdeen.—In September, 1889, the Local Examination Board of the University of Aberdeen announced that they had "made arrangements to offer this winter to the centres of population in the north-east of Scotland courses of lectures on the University Extension plan, which has been working so successfully in England during the last ten years." The proposition, however, met with no response. Prof. Pirie writes that "except one course in Inverness, given by Mr. Bruce (rector of the Royal Academy there)—and which was only nominally connected with our scheme—no result followed." Mr. Pirie's reference covers the period from 1889 till the present time.

(*e*) Glasgow University Extension Board.—We are now able to return to the West of Scotland, where, as will be

remembered, during session 1887-88, Queen Margaret Guild was carrying on the Extension movement in expectation of handing it over to a Glasgow University Board, whenever this might be constituted. As a result of the deliberations of the University Court, Senate, and General Council, the Board was formed early in 1888, and held its inaugural meeting on 1st February. Although at this date the session was almost ended, there was a compensating advantage in that some months intervened during which it was possible to make comparatively complete arrangements for the work of the academic year of 1888-89. Accordingly, the Board entered upon the management under auspicious circumstances, with Prof. M'Kendrick and Mr. Archibald Craig in chief charge. During this year there were eight centres—five managed by local committees, two by the Board directly, and one within another University area. Seventeen courses were delivered, and the attendance numbered upwards of 1450. The disappointment of this period, strangely enough, was the attempt to attract sufficient audiences to lectures given in the city of Glasgow. Two courses were supplied at the Mechanics' Institute in the Calton District, upon which some 130 students attended, while three were held, in the evening, within the University buildings. These, however, for some unexplained reason—I am quite satisfied that the fault lay neither with the lecturers nor with the management—proved a total failure, and the effort to spread the movement in the city was abandoned for some years. At the close of the second session, 1889-90, the Executive were able to report a gratifying expansion of the work. Twelve centres were in operation, ten being within the Glasgow area, one within that of St. Andrews, and one within that of Edinburgh—two Glasgow lecturers having been lent to these sister associations. The number of courses given was nineteen, and the attendance rose to over 1500. The finances of the Board, notwithstanding, were in a

position the reverse of satisfactory, the accounts revealing a deficit of close upon £150. This was cleared off "by the liberality of thirty-four ladies and gentlemen interested in the movement," many of them being members of the Board. The question of finance in connection with local centres was also pressing, as the following extract from the report indicates: "From the experience which they have already gained, the committee cannot but feel that in various districts the financial difficulty is not inconsiderable. On the one hand, in order to popularize courses, local committees are obliged to fix fees at a low figure; while, on the other hand, the Board find it practically impossible to charge less than their present figure. The committee would therefore earnestly appeal to the wealthier members of the community within the respective districts to aid local associations with an annual subscription guaranteed for a number of years in case of a deficit. In this way they would hope that where there is a population of sufficient number the movement will not be in danger of being precipitately given up or even allowed to lapse for a time, and will thus have a fair chance of ultimately becoming entirely self-supporting."

During session 1890-91, the Glasgow Board had its full share of that general shrinkage which practically resulted in the extinction of the sister associations. The centres fell to seven, and the courses to eight, while the attendance was little more than one-third of that recorded in the previous year, only about 680. I am not in a position to be able to say how far the central organizations were themselves to blame for this universal decline; but I am able to state that the Glasgow Board, in any case, could not be held accountable. Indeed, at this time it was more active than in any previous session. Arrangements were attempted at no less than twenty-six outlying towns, and the records of the various causes which conduced to failure are instructive, if not interesting, reading. They furnish material which will be referred

to at the close, when the reasons for the comparative disappointment of the Extension movement in Scotland will be under examination. Thanks to this work, the succeeding year, 1891-92, showed a marked advance in the attendances, which rose to 1180. But the number of centres and of courses remained stationary at seven and eight respectively. In the course of this year the Glasgow Board made efforts for the amalgamation of the sister associations into one Inter-University Extension Board, having its seat at Glasgow. A draft agreement, which is still in my possession, was drawn up. But with the cessation of the Edinburgh work, and with the practical stoppage of that of St. Andrews, the matter was never carried further than the general interchange of opinion, which took place at Edinburgh in March, 1891.

The permanent officials of the Board continued their missionary activity throughout this year, and at least thirty towns and districts were canvassed with a view to the spread of the movement. In the great majority of cases the financial difficulty could not be overcome. Nevertheless, in 1892-93, a further gratifying increase in attendance fell to be recorded. Eight centres were in operation at which nine courses were delivered, attended by rather more than 1250 students. Mainly owing to the discontinuance of two evening science courses, which had attracted very large audiences, session 1893-94 showed a marked reduction in attendances; indeed, they were the smallest in the history of the Board. Six centres took seven courses, and the attendance reached little beyond 400. Here, once more, the Board could hardly blame itself, for, in the course of the year, twenty-five possible centres had been approached on its behalf. But, while the financial difficulty was proving so potent to hinder the expansion of the movement, the Central Board had, by careful—one might almost say, parsimonious—management, re-

moved its early difficulties. At this period the £13 balance of 1890, which was all that remained even after the handsome donation already noted, had risen to about £70.

Throughout the current session, 1894-95, the work has been well maintained. Six centres have been in progress at which nine courses have been called for; there is a total attendance of nearly 500. In addition to this organization, which is directly under the Board's control, Glasgow lecturers have, for some years past, given courses of lectures at other centres outside of its jurisdiction. These seem to have averaged about four per year. The Glasgow Athenæum deserves special mention for its activity in this connection.

To sum up. The operations of the Glasgow Board, making due allowance for the drop of 1890-91, have been steady to a gratifying extent. But, till financial arrangements are somewhat altered, and the Board's certificate receives a certain academic value, little expansion need be expected. During the seven sessions over which the work has extended there have been, on the average, eight centres, taking eleven courses, and drawing as nearly as may be 1000 students; while, in addition, during the past four years, the Board's lecturers have given some fourteen courses at the Glasgow Athenæum and elsewhere. Taking these into account, the annual average of courses is thirteen, and the attendance may be stated at between 1100 and 1200. Compared with the splendid English results, this seems a meagre achievement; but, ere it can be properly estimated, a calculation, based on relative possibility, must be made. Were the Scotch movement at the four Universities as successful as the English it would now have some fifty-five centres in operation, drawing about 6000 students. Our Glasgow results are therefore precisely one-third of what they ought to be, judged by the English standard. Our area in-

cludes nearly one half of the population of Scotland.[1] Accordingly, were we keeping in line with Oxford, Cambridge, and London, we should have not less than twenty centres, and from 2500 to 3000 students.

Before proceeding to consider the probable causes of this comparative want of success, one other development of the movement in Scotland merits more than passing notice.

(3) *Professor Geddes' Summer School of Art and Science.*—So early as 1888 it had been very truly said that "in any account of the steps taken to organize the movement in Scotland, special mention must be made of Mr. Patrick Geddes, to whose zeal and energy the formation of a large Provisional Committee of University Professors and others favourable to the movement is entirely due. He has advocated the scheme, and laboured at it with unwearied patience and disinterested ardour."[2] But no matter what Prof. Geddes' services may have been in the early days of the Scottish Extension Movement, there can be little doubt that his greatest achievement—next to his University Hall triumph, of which it is not for us to speak now—is his inception and entirely successful conduct, during the past eight years, of a "Summer School of Art and Science," which consists of "Vacation Courses," delivered annually, in August, at Edinburgh. Mr. Geddes' success is the more remarkable that it has been attained entirely without official assistance either from the University of Edinburgh or from any of the sister seats of learning.

This Summer School differs in essential particulars from the summer meetings of University Extension students held annually at Oxford and Cambridge. It is not so much a reunion of those who have attended

[1] The population of Scotland is 4,025,647; the population of the nine counties comprised in the Glasgow University Extension area is 1,904,804.

[2] Preliminary Pamphlet of the St. Andrews Association, p. 11.

Extension lectures, and who gather under the shadow of the Universities in order to become acquainted with them and to pursue a short, but continuous, course of study. Far rather, it is itself an educational experiment. From the outset it has been inspired by a definite ideal, and the expansions which the years have brought about have one and all been subservient to this preliminary purpose. What this is may best be stated in Prof. Geddes' own words. "While these courses, as far as time allows, aim at fully maintaining an academic standard, the prevailing University methods are in certain respects departed from. They embody an attempt to deal with the widely felt difficulty of 'Education *versus* Examination,' and they essentially return to the older teaching system. . . . To determine the requirements of general education or liberal culture, on the one hand, and those of the preparation for the tasks of life upon the other, and duly to adjust each to each, is indeed an old problem, yet one for which, it is admitted on all hands, the old solutions or compromises no longer suffice. It is now a matter of common experience, that that well-intentioned compromise, which would fain admit the claims of innumerable literary and scientific specialists, who have for the last generation disputed the field, has in practice led to little more than the increase of tasks too grievous to be borne. This overloading of programmes, alike in school and college, is now naturally tending towards a reaction in favour of their limitation. . . . *Isolation of the Humanities from the underlying studies, the 'preliminary sciences,' has fatally produced its result in a majority of unscientific humanists and non-humanist men of science.* . . . The return towards unity, it is true, has happily also been in progress. Thus the modern unification of the physical sciences, at first mainly associated with the progress of industry, and later with the doctrine of energy, or the reform of lin-

guistic studies through the rise of philology, are only among the more striking evidences of this. But only in our own age has the ordering of the intermediate field, that of organic life, become possible; and at first largely through the help of all the older studies. The physicist and chemist contribute their methods and appliances, and enforce upon the physiologist their points of view; the abstract thinker lends his categories of genus and species, and so on. . . . But the reverse process is also going on; the discipline of classification, the conception of evolution, return in developed form upon the studies which gave them birth, and unlock many of their most perplexing secrets. Mental science, history, philology, economics, all become profoundly influenced, and this in ways far too numerous to be even outlined here. Hence it is that the biological sciences, whose educational value in their cruder states must be frankly admitted to have long ago fallen into a not undeserved discredit, are now everywhere claiming a reconsideration of their academic place and rank." The central idea, then, of the Summer School is the unification of knowledge; the correction of the detailed dogmatisms of science by the humanities, and the correction of the abstract dogmatisings of reflection in its several kinds by the positive sciences. Facts without principles are meaningless, principles without facts are unknowable.

Like many other important movements, the school has developed from comparatively small beginnings. It was held for the first time in August, 1887, and was more or less exclusively scientific in character. There were but two lecturers on its staff, "Mr. J. Arthur Thomson, Lecturer on Zoology in the Edinburgh School of Medicine, and Mr. G. F. Scott-Elliot, Demonstrator of Botany in the University of Edinburgh. The Zoological Course was held in the Granton Marine Station, kindly lent by Dr. John Murray of the 'Challenger' Expedition; and

the Botanical Course at the Royal Botanic Garden, through the kindness of the late Professor Alexander Dickson." In August, 1889, "considerable developments were made. The courses of Zoology and Botany were doubled, so as to admit of fuller treatment, and of adaptation to beginners and more advanced students. A course of Elementary Lectures, intended as an introduction to the social sciences, was also delivered by Professor Geddes." In the following year, which was the last with headquarters at the Granton Marine Station, this extension was maintained. Four courses were given—Biology, Zoology, Botany, and Sociology—while the last was supplemented by the institution of a *Seminar*, and by various excursions to places of typical interest. The fifth session, that of 1891, saw the removal of the headquarters of the school to University Hall, and a considerable extension of the scheme. Lecturers were present from foreign countries, and peculiar interest was lent to the occasion by the visit of Professor Espinas of Bordeaux and Dr. Henry de Varigny of Paris, who were charged with a special mission by the French Ministry of Education to investigate and report upon the scheme. Since this time the record has been one of continuous advance, expansion, and success. With these there has also been a growing tendency in educational circles to recognize the interest and importance of the experiment. In 1891 the undertaking received a species of official recognition when the Dundee School Board made a grant of monies sufficient to endow six bursaries, which were appropriated to teachers selected from schools within its jurisdiction. This approval was further extended in 1892, when the Edinburgh Town Council voted £200 from the Residue Grant in aid of the purposes of the school—a fund which was so well applied that the donors afterwards increased it by £100. This endowment, small as it is, has enabled Professor Geddes to make a considerable extension in the work, and latterly the meeting has assumed quite an

international character. The scientific section has been greatly expanded, while that of the "humanities" has been entirely reconstructed.

In 1893 there were nine scientific courses, backed by four *Seminaria*; while in the "culture" department six courses were held, which were extended and illustrated by several *Seminaria*, studios, interpretative recitals, and concerts. The session of 1894 saw a still further development. The work was grouped under the departments of "Applied Ethics and Sociology, including History and Language"; of "Education, Hygiene, and Biology"; of "Geography, including Geology"; and of "Art." Under the first there were seven courses; under the second, six; under the third, three; under the fourth, two. Expanding these, and heightening their concrete interest, were a series of excursions to typical places for History; a laboratory and excursions for Botany; two distinct series of excursions for Geology; a Sloyd course, a studio, and dramatic, literary, and musical recitals for Art. Prof. Geddes informs me that in 1895 further extensions are proposed. In particular, philosophy, in the strict sense, will be added—an advance altogether in consonance with the spirit of the school, and with the genius of the country in which it meets.

One of the most interesting features of the Summer School is, as has been hinted already, its international character. Not only does it attract students from all the countries of the United Kingdom, but also from the United States, France, Belgium, Germany, Switzerland, and even Greece. The staff, too, has been international in composition, and the stimulus generated by the contact of minds so differently trained, and of such widely varying tendencies, has been of the utmost value. This feature of the lecturing staff, as also its high distinction, is best conveyed by the mention of some of its more prominent members. Among the Scotch lecturers there have been, in addition to Prof. Geddes himself, Messrs.

J. Arthur Thomson, G. F. Scott-Elliot, A. J. Herbertson, R. Turnbull, Wm. Renton, and J. S. Stuart-Glennie; Drs. Henry Dyer, Charles Douglas, Irvine, and Riccardo Stephens. England has sent Principal Lloyd Morgan of Bristol, Mrs. Boole, Miss Newbigin, and Mr. Victor Branford. Profs. A. C. Haddon and W. K. Ingram have represented Ireland, while Wales has lent Prof. Berry Haycraft of Cardiff. Profs. Mavor and Prince of Toronto have come from Canada; while Profs. Wm. James of Harvard and R. G. Moulton of Chicago, together with Dr. Devine and Dr. Rolfe, the Shakespeare scholar—both staff-lecturers of the American Extension Society—have represented the United States. Mr. Herzog, from Sweden, has been present for the Sloyd course. Germany has contributed Dr. Ernst Grosse of Freiburg, Dr. Storch, the publicist, and Prof. Hæckel of Jena. From France, which has shown more active interest in the movement than any other country, several eminent members of the staff hail. Such are Prof. Espinas of Bordeaux, Prof. Delage, and M. Manœuvrier of Paris, Dr. H. de Varigny, Director of the Paris Museum of Natural History; M. Paul Desjardins of *Le Temps*, and author of the well-known work, *Le Devoir Présent*; last, but by no means least, M. Edmond Demolins, editor of *La Science Sociale*. It was my good fortune to be present at the school last session, and the friendliness, enthusiasm, and remarkable activity of all its members were features that left a strong and most favourable impression. *Vivendo discimus*, the motto of the meeting, appeared to be the ideal realized by teachers and students alike.

In concluding this historical review, one may fairly say, then, that the steady—almost dogged—work of the Glasgow Board, which involves considerable labour during many months of the year, and the brilliant success of Prof. Geddes' Summer School, as it grows annually from more to more, are the only hopeful signs which the University Extension Movement in Scotland now presents.

Accordingly, the question comes to be, are any causes assignable for this comparative failure? The summer meeting is as admirable as its English analogues, and possesses, I believe, greater value as an educational organization. But the weekly round of lecture and tutorial class, throughout seven months of the year, lags behind. Why?

IV. Conditions which have militated against the Scheme in Scotland.

The causes which have militated against the success of the University Extension movement in Scotland may be divided into two main classes; limits of space forbid more than a somewhat summary statement of them.

I. In the first place, one may take the causes traceable to conditions of popular life in Scotland. (1) The wide diffusion of popular education for generations has to a large extent prevented the growth of that need for Extension teaching which has been so strongly experienced in England. And the very fact that, till within the past two years, the Universities have been open to all comers without preliminary examination, and at very moderate fees, has operated forcibly in the same direction. It is possible that, after the severe entrance examination now imposed has done its work of exclusion for some years, the demand for Extension teaching may become more clamant. At all events, the Extension movement ought to be kept alive, and the organization should receive careful attention, in order that, should there be a sudden call upon it, as a consequence of the new regulations, it may be ready for active work. (2) As a consequence, partly of the foregoing and partly of ecclesiastical conditions, Scotland is covered by a network of local "literary," "philosophical," and "dialectic" societies, a principal aim of which is to provide popular, but usually disconnected, lectures. The

entertainment, amusement, or stimulus of lectures is thus supplied, but not the teaching. (3) The Combe Trust and the Gilchrist Trust, both possessing considerable endowments, have furnished regular courses, mainly in the field of science, to the principal centres of population, at fees which the unendowed Extension Board cannot accord. These lectures, especially the former, have undoubtedly aroused much interest; but education, in the strict sense, has not been their primary purpose. In short, they cater for one only of the two sections of which, as we have seen, the general audience consists. They have an eye to the hearers, but they scarcely meet the wants of such as desire to gain a competent first-hand knowledge of a subject. (4) The population, outside of some few fair-sized towns, is sparse and scattered, so that the formation of centres able to maintain themselves is difficult. In passing it may be said that the four Universities would have achieved remarkable success had they been collectively able to constitute sixty centres. In addition to this, the Scotsman's well-known failing, or virtue, in matters financial, is a surprisingly formidable element—one too which the recent "freeing" of education in the lower standards has done nothing to mitigate. (5) When the County Councils found themselves in a financial position to arrange for technical education by local lectures, the Extension movement was not strong enough to step into the breach, as it has done to a large extent in England.

II. Secondly, we may look at the unfavourable conditions proceeding from the state of the organization of the Universities themselves. (1) Unfortunately for Extension, the Scottish Universities have, for some years, been passing through a stage of transition. During the most critical period for the movement, the initial one, academic circles were broken into parties busied in the discussion of the *pros* and *cons* of "reform," a discussion which had some tendency to become bitter, and therefore,

absorbing. Deliberating thus on the machinery of their own organization, the more influential University men had little time, and perhaps little inclination, to enter upon new paths. Besides, these differences of opinion were not without their influence on the public mind. Consciously or unconsciously, of deliberate purpose or unwittingly, the Universities were misrepresented to many. The following extract from one of several similar letters indicates the direction which this totally unfounded opinion took. "I see no reason why, if a course were instituted, it should not be inaugurated at least by a fully fledged professor; and this would be but a small contribution on their part in the interests of education. Generally speaking the professors are looked upon as a highly paid body with privileges, and they would require to step down from their pedestal and show a more active interest in Extension, independent of any question of fees. In some quarters the present scheme is looked upon as an aid to increase the salaries of their assistants at the expense of the public, and save the professors from giving them adequate salaries." As to the first part of this strange tale—which, I am inclined to think, was not evolved out of his inner consciousness by the writer, he must have been prompted;—but for Profs. Knight and Geddes at St. Andrews, Profs. M'Kendrick and Edward Caird at Glasgow, and Prof. Lawrie at Edinburgh, the Extension movement would never have been begun in Scotland. It will not surprise people to learn, further, that the University professors who have favoured the Glasgow Board with courses—they are four in number—have lent their services gratuitously. As to the second statement, about assistants, it needs no reply, it is too unworthy. But only one private assistant has been on our staff, and he has never drawn any income. Apart from argument, however, which is wholly unnecessary in the connection, it is easy to see that, with such misrepresentations abroad, it has

been no simple matter for Extension officials to arrange courses. And the hindrances have been due, in some part, to the heated and uninformed state of public opinion during the "reform" period.

(2) Again, one of the generally admitted defects of our academic organization, which it is to hoped the changes now accomplished may do something to eliminate, has militated not a little against Extension lectures. The Universities have had few means at disposal for retaining the flower of their young graduates as teachers. The rewards open to successful Extension lecturers are of rare occurrence, and it is matter for regret that the absence of Fellowships and Lectureships at the University renders the career of academic teaching somewhat precarious. For this reason many, who might otherwise have joined the staff, have been lost to Extension work. This circumscription of the field for selection of possible lecturers has certainly been a severe blow to the movement.

(3) The organization of the movement has itself been inefficient, mainly owing to a lack of interest and belief in Extension on the part of some members of academic circles. For the first—lack of interest—they are not to be over harshly judged. There are few, if any, men of real leisure attached to our Universities. In fact the regular staff is overwhelmed with routine work. A teacher with a pass class of 150 or more students, with an honours class, and with a wide range of a special subject to keep up, has his hands so full that he can with difficulty overtake his prescribed duties, and is left with little time, and less energy, for extras. For lack of belief, it must be said that here, as everywhere, nothing succeeds like success; and, probably, the general public are as much to blame for academic apathy as are the unfortunate teachers, whom it has become fashionable to saddle with responsibility for everything that goes wrong. But, in any case, Extension does not bulk in the academic

eye of Scotland as in that of England ; we cannot even prompt a review article damning us as impostors.

(4) The want of a central association, embracing the four Universities, has been keenly felt by local organizers of the movement. Nevertheless, peculiar difficulties, which it would perhaps be unfair to go the length of calling jealousies, have rendered its formation almost impossible, and so the force and efficiency of united action have been lost. But there is no reason why Glasgow, now left in undisputed possession of the entire field, should not make an attempt in this direction single handed.

(5) Great as the various difficulties already mentioned may appear in their cumulative effect, there is yet another, which has proved more potent than all the rest in combination. The certificate hitherto issued by the various Extension Associations has had no academic value. As a correspondent says, " it seems to me that, if the University Extension System is to be of much use, it should be provided that attendance, with a pass on examination, should qualify in the same way as attendance at a University." No one in charge of Extension lectures would go so far as this. " Qualifying " cannot be taken precisely in the same sense of an Extension as of a University course. But, if the movement is to be useful in the future, it is quite imperative that something should be done, as in England, towards recognizing the Extension courses. It might very easily be enacted that three consecutive Extension courses, of twelve lectures and twelve tutorial classes, with relative examination passes, should stand for the University class in the same subject. And, moreover, it might be made possible for a prospective student to take, say, three of the prescribed *pass* classes in this way.

Such an arrangement, indeed, would tend to render the Universities more than ever the property of the people, and this without in any respect lowering the re-

quired educational standard. With such a provision, many agencies, some of them now sadly in want of re-arrangement or systematization of curricula, could be brought within the grasp of the University organization. Grant some such sort of academic recognition to the Board's certificates as has been indicated; take the lectures given under the supervision of the Glasgow Athenæum, the Perth University Education Society, the Young Men's Association (especially in its proposed extension), the County Councils, the endowed Trusts, the School Boards (more particularly in their advanced Continuation Classes), and various other agencies; consider that some of these organizations would be only too glad of academic recognition and aid; cause them to conform to the University requirements, whatever these might be; and you have a machinery ready to hand, which, with comparatively little alteration, might smooth a path to a truer culture and a fuller life for thousands who now, having earned their daily bread, have no more to do but devise means of consuming it. No one who cares to walk our streets of an evening, with open eyes and ears,—and this is as true of our small as of our large towns,—can deny that what we now most need is a better understanding of the conditions out of which alone a well-balanced human life can grow. But this means the diffusion of more rational conceptions and of more humane ideals. Where is the necessary medium to be found, if not in some such organization as has been suggested? Should this seem too imaginative, the answer is that it has already been done in England. What the Reading University Extension College *has* accomplished, the University of Glasgow *might* easily do, *if* academic recognition, even of a comparatively trifling kind, were accorded to its Extension Board's certificates. There are far more promising materials here with which to begin than the Reading authorities, or, perhaps, one had better say, the authorities of Christ Church, Oxford

possessed at the outset. But some one will say, where are the *men*?

Here a difficulty of real moment occurs. The Universities must go to the people, as has been said, for the people cannot come to them. Further, they must go in the persons of their younger men. Extension teaching is peculiarly exacting work, and men of middle age, unless exceptionally constituted, could hardly be expected to take an active part in it. Only a young man can successfully overcome the mere physical difficulties. A fairly employed lecturer will probably give five or six courses at least each year, and his average journey will be from 45 to 74 miles per lecture. During the session it will be necessary for him to travel anywhere between 3000 and 5000 miles. Add to this the numerous coincident inconveniences—rushing for a train from a heated hall, hanging about stations during strike or holiday seasons, exposure in all weathers at the worst time of year, and the like—and it becomes perfectly evident that for this work the University must look to a special and *continually recruited* staff.[1] Were the work to spread, as it might easily do favoured by some simple legislation, the men could be found, for enthusiasm is not yet dead. There are already those who could give the necessary training—and Extension teaching cannot be done by anybody—and there are professors who would undertake a general supervision. Extensionists, accordingly, would say, Give us fair conditions and we shall not fail to find and to train the necessary teachers.[2]

[1] It may be of interest to point out that one of the Glasgow lecturers has now travelled 17,400 miles. It is obvious that this tax cannot be met for many years. Hence the need for continual recruiting of the staff.

[2] In this connection it ought to be suggested that the University Court might grant the Board a small sum—say £100—annually. This would enable it to pay a permanent secretary, who could devote himself to the work.

What, finally, are these conditions? They may be summarized in the words of Dr. Roberts of Cambridge:

"1. The teaching should be given in the evening, in order to supply the needs of those engaged in business occupations.

"2. The subjects should be mainly those possessing a general interest by reason of their bearing upon ordinary life, notably the various branches of natural science, political economy, industrial and commercial history, geography, literature, and art (in the sense of art-appreciation, not art-production).

"3. The method of teaching should be designed to give a thorough grasp of principles and a real mental training; to that end there should be opportunities of personal intercourse between the lecturer and students, and regular home work for him. In the scientific subjects there should be practical laboratory work in addition to the theoretical lectures.

"4. *A curriculum of study should be arranged, extending over a period of years, and covering a range of subjects sufficiently wide to give a broad and liberal higher education.*

"5. *Students passing through the complete course of study should at the close receive some University stamp and recognition such as a degree.*

"In the University Extension Movement we have the *beginning* of such a system."[1]

[1] *Eighteen Years of University Extension*, pp. 122, 123.

APPENDIX I.

DR. SMART'S STAFF WITH THE SESSIONS IN WHICH EACH LECTURER WAS ENGAGED.

Francis Anderson, M.A., Clark Fellow of Glasgow University (now Professor of Philosophy in the University of Sydney, New South Wales), 1885-86.

John G. Dow, M.A., Luke Fellow of Glasgow University (now Professor of English Literature in the United States), 1884.

David Forsyth, M.A., B.Sc., Lecturer in the Church of Scotland Training College, Glasgow (now D.Sc., and Principal of the Central Higher School Grade, Leeds), 1885-86, 1886-87.

Charles O. Hawthorne, M.B., (now Lecturer on Materia Medica in Queen Margaret College, Glasgow University), 1886-87.

W. S. M'Cormick, M.A., Assistant to the Professor of English Literature in the University of Glasgow (now Professor of English Literature and History in University College, Dundee), 1884.

J. Yule Mackay, M.D., Senior Demonstrator of Anatomy in the University of Glasgow (now Professor of Anatomy in University College, Dundee), 1885-86.

J. S. Mackenzie, M.A., Clark Fellow of Glasgow University (now Fellow of Trinity College, Cambridge, and Professor of Philosophy in University College, Cardiff, University of Wales), 1884.

J. H. Muirhead, M.A. (Oxon), Assistant to the Professor of Humanity in the University of Glasgow (now Lecturer on Philosophy in the Royal Holloway College, Egham, and to the London Society for the Extension of University Teaching), 1884.

William Smart, M.A. (now LL.D., and Lecturer on Political Economy in the University of Glasgow), 1884.

R. M. Wenley, M.A., Assistant to the Professor of Logic in the University of Glasgow (now D.Sc., and Lecturer on Logic and Metaphysics in Queen Margaret College, Glasgow University), 1886-87.

APPENDIX II.

QUEEN MARGARET GUILD STAFF WITH THE SESSIONS IN WHICH EACH LECTURER WAS ENGAGED.

James Cappon, M.A. (now Professor of English Literature in the University of Queen's College, Kingston, Canada), 1886.

William James Fleming, M.D. (now Lecturer on Surgery in Queen Margaret College, Glasgow University), 1887-88.

Patrick Geddes, F.R.S.E., Senior Demonstrator of Botany in the University of Edinburgh (now Professor of Botany in University College, Dundee), 1886-87.

William Granger, M.A. (now Minister of St. Leonard's Parish Church, Ayr), 1886.

The Rev. James Lindsay, B.D., B.Sc., Minister of St. Andrew's Parish Church, Kilmarnock, 1886-87.

William Macalister, M.B., Kilmarnock, 1886-87.

W. S. M'Cormick, M.A., 1886-87.

James Strachan, M.A. (formerly Lecturer on Political Economy in the Glasgow Athenæum, now Principal of the Higher Grade School, Manchester), 1887-88.

R. M. Wenley, M.A., 1886-87, 1887-88.

APPENDIX III.

GLASGOW UNIVERSITY EXTENSION BOARD STAFF WITH THE SESSIONS IN WHICH EACH LECTURER WAS ENGAGED.

C. M. Aikman, M.A., B.Sc., Lecturer on Agricultural Chemistry in the Glasgow and West of Scotland Technical College (now D.Sc., and Professor of Agricultural Chemistry in the Glasgow Veterinary College, and Examiner in Chemistry in the University of Glasgow), 1888-89, 1889-90, 1890-91, 1891-92.

J. Baldwin Brown, M.A., Professor of Fine Art in the University of Edinburgh, 1889-90.

John Cleland, M.D., D.Sc., LL.D., F.R.S., Professor of Anatomy in the University of Glasgow, 1888-89.

James Colville, M.A., D.Sc., Principal of the Newton Place School, Glasgow, Examiner in History in the University of Glasgow, 1889-90.

Charles W. Egerton, M.A., Lecturer on English Literature in Queen Margaret College, Glasgow (now Professor of English Literature in University College, Auckland, University of New Zealand), 1891-92.

David Forsyth, M.A., D.Sc., 1888-89.

The Rev. H. Gray Graham, Minister of Hyndland Parish Church, Glasgow, 1889-90.

The Rev. William Granger, M.A., 1889-90.

Robert Grant, LL.D., F.R.S., late Professor of Astronomy in the University of Glasgow, 1888-89.

James Mavor, Professor of Political Economy in St. Mungo's College, Glasgow (now Professor of Political Economy and Social Philosophy in the University of Toronto, Canada), 1888-89.

H. R. Mill, D.Sc. (now Librarian of the Royal Geographical Society, London, and Lecturer to the Cambridge University Extension Syndicate), 1890-91.

W. S. M'Cormick, M.A., 1888-89, 1889-90.

John G. M'Kendrick, M.D., LL.D., F.R.S., Professor of Physiology in the University of Glasgow (*Joint Hon. Secretary* of the Board, 1888-90), 1889-90, 1891-92.

James MacKinnon, M.A., Ph.D., Examiner in History in the University of Edinburgh, 1892-93.

Angus Maclean, B.Sc., Lecturer in the Glasgow and West of Scotland Technical College, 1892-93.

Magnus Maclean, M.A., Lecturer on Physics in the University of Glasgow, 1891-92.

Franklin Peterson, Mus. Bac., 1891-92.

William Smart, M.A., LL.D., 1888-89.

William Snodgrass, M.A., M.B., Muirhead Demonstrator of Physiology in the University of Glasgow, 1891-92, 1893-94, 1894-95.

R. Bruce Taylor, M.A., Lecturer on Political Economy in the Glasgow Athenæum, 1894-95.

J. Arthur Thomson, M.A., Lecturer on Natural History in the Edinburgh School of Medicine, 1890-91.

Mortimer Wheeler, M.A., 1888-89.

R. M. Wenley, M.A., D.Sc. (*Hon. Secretary* of the Board, 1890-95), 1889-90, 1890-91, 1891-92, 1892-93, 1893-94, 1894-95.

APPENDIX IV.

LOCAL CENTRES OF THE GLASGOW UNIVERSITY EXTENSION BOARD WITH THE NUMBER OF COURSES TAKEN BY EACH.

	Courses.		Courses.
Ardrossan,	1	Hamilton,	4
Ayr,	6	Helensburgh,	6
Bothwell,	3	Lenzie,	2
Bridge of Weir,	2	Moffat,	6
Campbeltown,	1	Paisley,	13
Dumbarton,	2	Perth,	2
Dumfries,	3	Stirling,	2
Greenock,	10		

Glasgow—	Courses.
Mechanics' Institute, Calton,	2
Pollokshields,	3
Queen Margaret College,	5
University,	3

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